

## **WATEREE ELEMENTARY**

424 Wildwood Lane  
Lugoff, SC 29078

**GRADES** K-5 Elementary School

**ENROLLMENT** 509 Students

**PRINCIPAL** Janice K. Wood 803-438-8018

**SUPERINTENDENT** Herbert M. Berg, Ed.D. 803-432-8416

**BOARD CHAIR** Dana A. Morris 803-432-4391

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	63	8	1	0

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Average	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Below Average	Yes

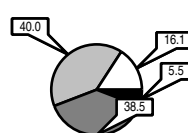
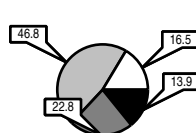
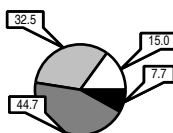
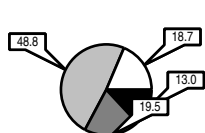
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	267	99.6	14.6	32.5	44.7	8.1	64.6	Yes	Yes
<b>Gender</b>									
Male	133	100.0	19.0	37.2	40.5	3.3	52.9		
Female	134	99.3	10.4	28.0	48.8	12.8	76.0		
<b>Racial/Ethnic Group</b>									
White	208	100.0	12.2	33.2	45.4	9.2	66.3	Yes	Yes
African-American	54	100.0	26.1	30.4	39.1	4.3	54.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	225	100.0	9.5	30.8	50.7	9.0	72.5		
Disabled	42	97.6	45.7	42.9	8.6	2.9	17.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	99.6	14.6	32.5	44.7	8.1	64.6		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	100.0	14.6	32.5	44.7	8.1	64.6		
<b>Socio-Economic Status</b>									
Subsidized meals	127	100.0	21.1	39.5	36.0	3.5	53.5	Yes	Yes
Full-pay meals	140	99.3	9.1	26.5	52.3	12.1	74.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	267	100.0	18.6	48.6	19.4	13.4	49.0	Yes	Yes
<b>Gender</b>									
Male	133	100.0	20.7	44.6	17.4	17.4	45.5		
Female	134	100.0	16.7	52.4	21.4	9.5	52.4		
<b>Racial/Ethnic Group</b>									
White	208	100.0	15.8	48.0	19.4	16.8	53.6	Yes	Yes
African-American	54	100.0	30.4	50.0	19.6	0.0	32.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	225	100.0	12.3	51.2	22.7	13.7	55.0		
Disabled	42	100.0	55.6	33.3	0.0	11.1	13.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	100.0	18.6	48.6	19.4	13.4	49.0		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	100.0	18.3	48.8	19.5	13.4	49.2		
<b>Socio-Economic Status</b>									
Subsidized meals	127	100.0	26.3	54.4	14.0	5.3	33.3	Yes	Yes
Full-pay meals	140	100.0	12.0	43.6	24.1	20.3	62.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	73	100.0	7.4	35.3	47.1	10.3	57.4
	<b>Grade 4</b>	85	97.6	15.8	40.8	39.5	3.9	43.4
	<b>Grade 5</b>	82	98.8	22.4	39.5	34.2	3.9	38.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	93	98.9	15.6	24.4	46.7	13.3	60.0
	<b>Grade 4</b>	88	100.0	11.6	34.9	50.0	3.5	53.5
	<b>Grade 5</b>	86	100.0	19.3	43.4	32.5	4.8	37.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	73	100.0	8.8	55.9	27.9	7.4	35.3
	<b>Grade 4</b>	85	98.8	14.3	41.6	16.9	27.3	44.2
	<b>Grade 5</b>	82	100.0	11.7	45.5	28.6	14.3	42.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	93	100.0	20.9	58.2	17.6	3.3	20.9
	<b>Grade 4</b>	88	100.0	19.8	47.7	16.3	16.3	32.6
	<b>Grade 5</b>	86	100.0	18.1	39.8	22.9	19.3	42.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 509)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.3%	Down from 2.9%	2.5%	2.7%
Attendance rate	96.7%	Up from 96.0%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%		2.6%	3.5%
Eligible for gifted and talented	26.4%	Down from 34.0%	20.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 4.4%	8.2%	8.2%
Older than usual for grade	0.6%	N/A	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.8%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	70.4%	Down from 74.2%	54.2%	51.4%
Continuing contract teachers	100.0%	Up from 90.3%	90.5%	87.5%
Highly qualified teachers**	96.0%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	4.0%		0.0%	0.0%
Teachers returning from previous year	79.5%	Down from 83.5%	89.4%	86.7%
Teacher attendance rate	93.7%	Down from 95.3%	95.0%	94.9%
Average teacher salary	\$42,154	Up 4.1%	\$41,325	\$40,760
Prof. development days/teacher	11.5 days	Up from 10.1 days	11.7 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 19.8 to 1	20.1 to 1	18.9 to 1
Prime instructional time	87.1%	Down from 90.3%	90.3%	90.0%
Dollars spent per pupil*	\$5,668	Up 21.8%	\$5,712	\$6,044
Percent of expenditures for teacher salaries*	66.2%	Up from 60.4%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.9%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, Wateree Elementary School continued to focus on raising student achievement for every student. Throughout the year, ongoing efforts by our school staff and students to attain our "Dream... Believe... Achieve" goal were evident in all aspects of curriculum planning and delivery of instruction by our teachers, good work habits and character development of our students, and the hand-in-hand support of our school family.

Wateree is a place where everyone works diligently to help prepare our students for the diverse challenges of the 21st century. Our overall goal is to provide the BEST educational opportunities to improve student learning for every child. To achieve this goal, our instructional staff plans and implements instructional lessons and activities which align with the South Carolina Curriculum Standards, monitors their appropriateness, and frequently analyzes their effectiveness. The support of our school staff, parents, and community friends is significant to the success rate of our students.

We applaud our hard-working, dedicated staff. Two teachers, Estelle Benson and Sharon Heins, received their National Board Certification this year. Our BUGS science program ("Believing, Understanding, and Growing in Science"), implemented by science coach Rhonda Horton, got everyone excited about science through hands-on science kit training and inquiry-based lessons. Music teacher Debbie Rowell received a \$6,000 EIA grant to integrate the arts in the curriculum. Teachers Shawna Goerlich, Julianna Lorick, Felicia Smithey, and Linda York wrote a mini-grant, Science Across the Curriculum, and received a \$500 award from the South Carolina Council for Exceptional Children.

Wateree Elementary School met all 15 Adequate Yearly Progress (AYP) targets, a required annual measure of the No Child Left Behind (NCLB) Act that determines whether specific groups of students in our schools have met the required achievement benchmark for that year. Based on the 2003 PACT results, our school achieved Top 10 accomplishments in ELA in grades 3, 4, and 5 and in math in grades 3 and 5. Terra Nova incentive goals for 2003 were met in reading and math in grades 1 and 2 and in language for grade 1. Together, we are making progress towards our district being named a Top 10 school district in the state.

Janice Wood, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	80	80
Percent satisfied with learning environment	92.3%	83.5%	90.8%
Percent satisfied with social and physical environment	100.0%	84.6%	92.3%
Percent satisfied with home-school relations	100.0%	86.1%	78.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.